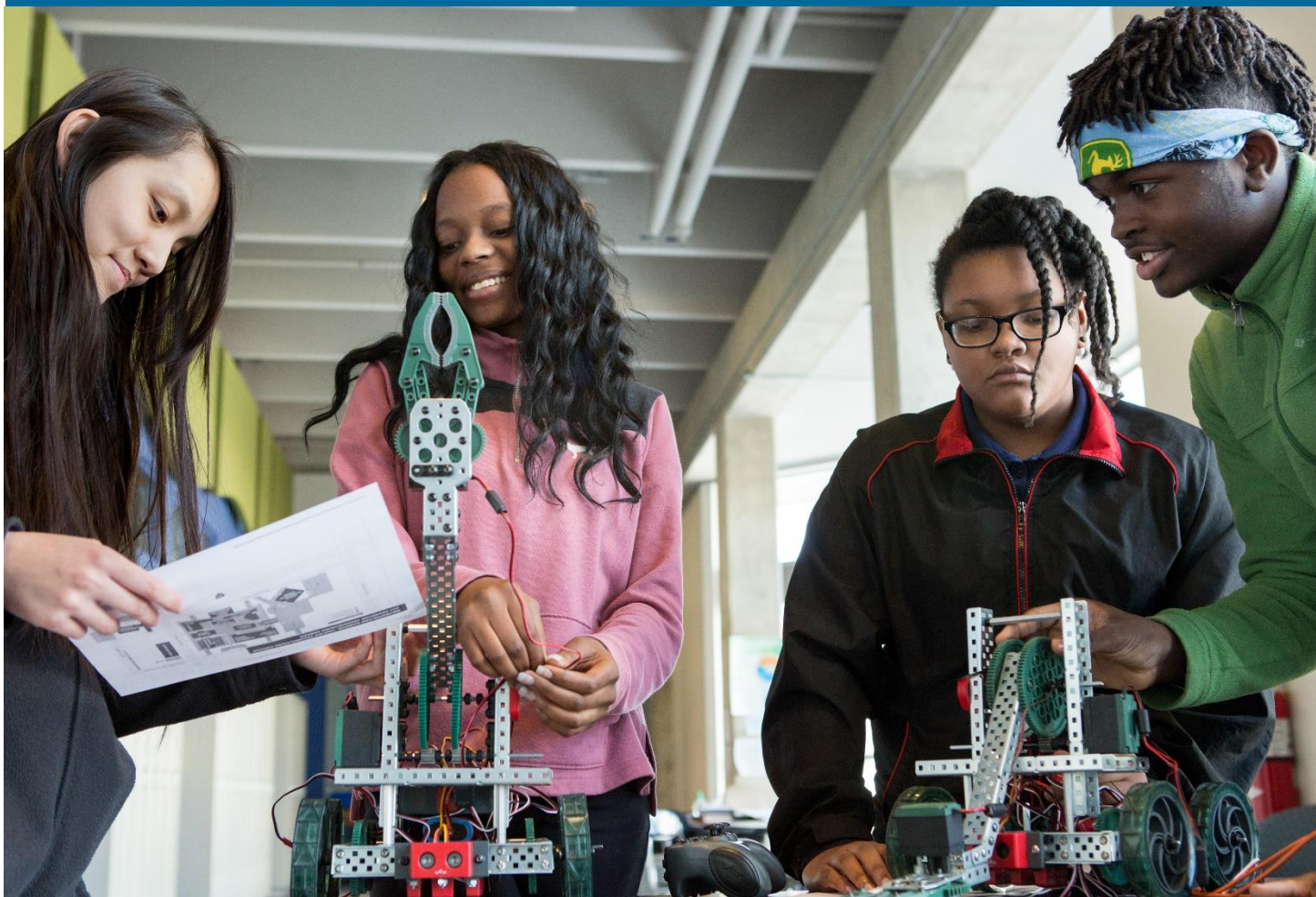




District of Columbia
Office of the State Superintendent of Education



Student Enrollment Audit and Child Count Handbook

Guide for Local Education Agencies

School Year 2021-22

**Christina Grant
Acting State Superintendent**

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1. DEFINITIONS FOR COMMON ACRONYMS AND TERMS

Term/Acronym	Definition
CBO	Community-based organization
CFSA	Child and Family Services Agency
Child Count	Official special education enrollment number for the District of Columbia
Child Count Roster Verification Form	A form contained within the Enrollment Audit and Child Count Application that shall be signed electronically by the Head of School
DC	District of Columbia
DCMR	District of Columbia Municipal Regulations
DCPS	District of Columbia Public Schools
DCRV	District of Columbia residency verification form issued by OSSE annually for use by local education agencies (LEAs) and CBOs in verifying residency
DE	Duplicative enrollment
Duplicative Enrollment resolution process	The process used to resolve duplicative enrollments between LEAs and, in some instances, between schools in an LEA. In most cases, this process is conducted through the Duplicative Enrollment Application.
DME	Office of the Deputy Mayor for Education
Duplicative Enrollment Application (DEA)	An application to resolve duplicative enrollments. The application is used throughout the enrollment period and requires LEA action four times throughout the year. Period 1 covers duplicative enrollments during the enrollment audit.
DYRS	Department of Youth Rehabilitation Services
e-File	Residency documentation file prepared for a remote audit
EL	English learner
Enrollment Audit and Child Count Application (EACCA)	An OSSE application that displays the enrollment audit and Child Count rosters and student-level data to LEAs and facilitates the audit process through recording the result of each phase of the audit, including auditor results, LEA appeals and documentation submission
eSchoolPLUS	A student information system that allows for management of LEA, school and student information and is used by OSSE as the District's statewide student information system
FARM	Free and reduced-price meal data
FERPA	Family Educational Rights and Privacy Act
GED	General Education Development – denotes attainment of high school equivalency
HLS	Home language survey – aids in determination of English Learner Status
IDEA	Individuals with Disabilities Education Act
IEP	Individualized education program
LEA	Local education agency
MKV	McKinney-Vento Homeless Assistance Act
My School DC	The common lottery and application process for the District's public school options
OCFO	Office of the Chief Financial Officer
OER	Office of Enrollment and Residency
OSSE	Office of the State Superintendent of Education

OSSE Online Residency Application	OSSE’s residency validation application used by parents and adult students to retrieve tax information from the Office of Tax and Revenue (OTR) for residency verification purposes
OSSE RV	OSSE Residency Verified is when an enrolled student’s residency is confirmed through an intra-agency agreement and accessible to an LEA through the QLIK OSSE Subsidy Application
OST	OSSE Support Tool
OTR	Office of Tax and Revenue (a District government agency located within the OCFO)
PCSB	Public Charter School Board
Pre-K 3	Pre-kindergarten for 3-year-olds
Pre-K 4	Pre-kindergarten for 4-year-olds
POC	Point of Contact – defined roles in eSchoolPLUS
Qlik	A data visualization tool used by OSSE to provide dashboards and summaries of data to LEAs and assist LEAs in identifying and correcting errors in data provided to OSSE
SWD	Students with disabilities
SEA	State education agency
SEAM	Statewide Enrollment Audit Manager
SEDS	Special Education Data System
SIS	Student Information System
SLED	Statewide Longitudinal Education Data
SLIMS	School and LEA Information Management System – the authoritative source of school information
SNAP	Supplemental Nutrition Assistance Program
SY	School year
TANF	Temporary Assistance for Needy Families
UPSFF	Uniform Per Student Funding Formula
USI	Unique Student Identifier

2. OVERVIEW

2.1. Purpose

Pursuant to DC Official Code §38-1804.02, 38-205, and 38-2906(d), the Office of the State Superintendent of Education (OSSE) is required to annually collect enrollment counts of resident students, non-resident students, students with disabilities, all students attending all District of Columbia Public Schools (DCPS), District of Columbia public charter schools, children in pre-K 3 and pre-K 4 programs in community-based organizations (CBOs) receiving Pre-K Enhancement funds, and students whose tuition or education in schools or programs is paid for with District funds. This count must be completed on Oct. 5, or the following business day, of each school year.

OSSE is then required to conduct an audit to verify the accuracy of the enrollment counts including DC residency status, as well as to identify any material weaknesses in the enrollment systems, procedures, or methodology at the LEA level. Data from the enrollment audit and child count are used for annual federal reports and to determine funding levels in accordance with the Uniform Per Student Funding Formula (UPSFF). OSSE reports the results of the audit to Mayor, the Council of the District of Columbia, and the appropriate Congressional committees.

2.2. Applicable Legislation

Section 702 of the [District of Columbia Enrollment Census Act of 1998](#), effective March 26, 1999 (DC Law 12-175; DC Official Code § 38-159)

Section 107 and 107b of the [District of Columbia Uniform Per Student Funding Formula Act of 1998](#), effective March 26, 1999 (DC Law 12-270; DC Official Code §§ 38-2906 and 38-2906.02)

Section 2402 of the [District of Columbia School Reform Act of 1995](#), approved April 26, 1996 (110 Stat. 1321; DC Official Code § 38-1804.02 *et seq.*)

Section 4 of [An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes](#), approved Feb. 4, 1925 (43 Stat. 806; DC Official Code § 38-205).

2.3. Scope

The enrollment audit includes three components:

1. **General Audit and Residency Verification:** An audit of students enrolled in all DCPS and public charter schools, DC residency status of these students, and tuition payments assessed and collected for non-residents as of Oct. 5, or the following business day. This also includes an audit of students in nonpublic placements and wards of the District enrolled in schools in surrounding jurisdictions.
2. **Child Count Verification for Special Education (Child Count):** An audit of students with individualized education programs (IEPs) receiving services as of Oct. 5, or the following business day.
3. **Community-Based Organization (CBO) Pre-K Verification:** An audit of children enrolled in pre-K 3 and pre-K 4 in CBOs receiving Pre-K Enhancement funds. Upon completion of the enrollment audit, each CBO receives funding for each enrolled student verified as a District resident. (Guidance for these CBOs is part of a separate enrollment audit guide targeted toward the specialized processes for CBOs.)

2.4. Enrollment Audit and Child Count Application

The Enrollment Audit and Child Count Application (EACCA) provides the means for LEAs and OSSE to view the Enrollment Audit and Child Count student rosters throughout each phase of the enrollment audit, start to finish. Data for rosters is pulled from each LEA's student information system (SIS), Statewide Longitudinal Data (SLED) system and Special Education Data System (SEDS).

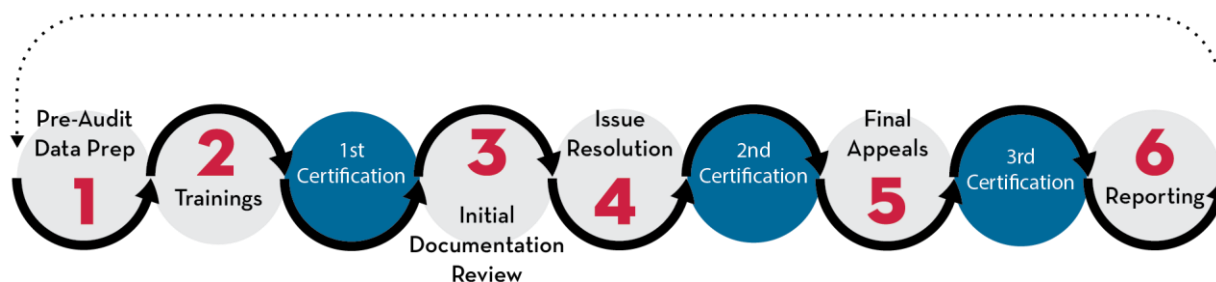
The Enrollment Audit and Child Count Application:

- Allows LEAs to view in near-real time, enrollment and special education student counts as they relate to the enrollment audit and Child Count.
- Allows LEAs to view in near-real time, enrollment and residency determinations throughout the Initial documentation review, Issues Resolution and Final Appeals phases;
- Provides a secure method to upload student residency documentation; and
- Enhances OSSE's communication to LEAs throughout the audit phases.

2.5. Uniform Per Student Funding Formula (UPSFF)

The UPSFF is used to determine payment amounts using the classification of enrolled students identified on the chart below. LEAs receive reports from OCFO on funding calculations four times a year. Information about the funding formula weights, dates of public charter school payments and supplemental payments for the 2021-22 school year can be found on the [OSSE website](#).

3. ENROLLMENT AUDIT AND CHILD COUNT PROCESS OVERVIEW



3.1. 2021-22 EACC Calendar

2021 DATE	EVENT/DELIVERABLE
Pre-Audit Data Preparation Phase (Prior to Oct. 5)	
April – September	Pre-Audit Data Preparation Phase: LEAs update data in LEA SIS
May 11	LEAs update LEA Enrollment Audit Points of Contacts (POCs) in eSchoolPLUS and update as needed
July 28	Mandatory Enrollment Audit Training through OSSE’s Start of School Campaign virtual training series
July 14	LEA Data Managers submit changes to LEA, school or site directory information in eSchoolPLUS
July. 19	Final day for LEAs to submit alternative file structure options for participating in e-file remote audit or alternative binder options for in-person audit
Aug. 2	Final day for LEAs to confirm participation in e-file remote audit
Sept. 13	LEAs receive notification of the Enrollment Audit Workflow Schedule
Sept. 24	Final day for LEAs to submit OST tickets for roster corrections to be reflected by the First Certification
Data Freeze (Oct. 5)	
Oct. 5	LEA to ensure all enrolled students are included on the roster by 4 p.m.
Oct. 6 – 11	LEAs review and make final corrections to data in LEA SIS for student inclusion/exclusion on the enrollment roster to ensure annual funding based on the UPSFF; Oct 11 at 4 p.m. is the final opportunity for LEAs to submit OST tickets for missing students as part of the Amending Unaudited Enrollment Roster process . Final corrections in the LEA SIS must be completed by 4 p.m. on Oct. 11.
Oct. 12	LEAs submit First Certification (Unaudited Enrollment and Child Count Anomalies Acknowledgement) in the EACCA. 9 a.m.-5 p.m.
Oct. 12 – 13	DC PCSB Certification. Start time is 6 p.m. and end time is 12 p.m. the following day
Oct. 13 – 22	LEAs complete requirements for amending the unaudited enrollment roster

Oct. 11 – 15	Residential LEAs shall submit student location information for residential audit - see Residential Student Audit for more information
Initial Documentation Review Phase (Oct. 18 – Nov. 12)	
Oct. 12 – 22	Appeal window for duplicative enrollment determinations made during enrollment period one
Varies by LEA*	E-file submission deadline for LEAs participating in a remote Initial documentation review phase.
Varies by LEA*	Initial Documentation Review: LEAs prepare for the on-site auditor review or auditors review e-file binders remotely
Issue Resolution Phase (Oct. 20 – Dec. 3)	
Varies by LEA*	Issue Resolution: Initial residency determinations from the on-site or remote audit are available for LEA/school review in the EACCA. LEAs/schools upload supporting documentation to resolve residency determinations found during the on-site or remote audit.
Oct. 29	Final day for LEAs to submit OSSE Support Tool (OST) tickets for Child Count and Demographic Data corrections
Nov. 14	LEAs shall resolve all demographic errors in appropriate source system by 4 p.m.
Nov. 15	LEAs submit the Second Certification (Final Demographic Data Elements and Child Count Certification) in the EACCA. 9 a.m.-5 p.m.
Final Appeals Phase (Dec. 3 – Dec. 15)	
Dec. 3	LEAs submit requests with supporting documentation for final appeals for residency issues in the EACCA by 11:59 p.m.
Dec. 6 – 7	LEAs receive notification of granted final appeals via the EACCA
Dec. 8 – 10	Final Appeals Phase: OSSE facilitates final appeals for residency
Dec. 15	LEAs can view all final determinations in the EACCA
Dec. 16	LEAs submit Third Certification (Final Audited Enrollment Numbers Certification) in the EACCA. 9 a.m.-5 p.m.

*Phase dates overlap as a collective, but not for individual LEAs. Please see the Enrollment Audit Workflow Schedule in the EACCA for LEA specific dates.

3.2. Enrollment Audit Process Diagram



3.3. Enrollment Data and Child Count Certifications

LEAs shall certify the validity, completeness and accuracy of the LEAs' data and acknowledge final enrollment numbers by completing three enrollment audit and Child Count certifications within the EACCA. The first certification captures the universe of students included in the enrollment audit and acknowledges the outstanding data anomalies for students with disabilities (SWD) in SEDS. The second certification certifies that all demographic data are accurate, valid and complete as well as certifying the final population of special education students receiving services for Child Count purposes. The third and final certification captures the LEAs' acknowledgment of final enrollment numbers and demographic information used for funding.

All certifications shall be made by the Head of School POC via electronic signature in the EACCA.

Certifications are **required** by OSSE and have funding implications. In the event the Head of School POC does not complete the three required certifications, an LEA is flagged and may not receive funding for their students. For students enrolled by the Department of Youth Rehabilitation Services (DYRS) and Child and Family Services Agency (CFSA) in surrounding counties, OSSE confirms enrollment directly with the relevant agency.

For adult LEAs serving students who are not on a pathway toward a traditional high school diploma or Certificate of IEP Completion and, thus, are not subject to the statewide uniform procedures for pre-K-12 schools laid out in OSSE's [2021-22 English Learner Policies and Procedures](#), the second certification also includes an assurance verifying the use of standard procedures set by the LEA to designate and serve English learners. Please refer to the [2021-22 English Learner Policies and Procedures](#) for more information.

Certification Name	2021 Due Date	Purpose of Certification
First Certification - Unaudited Enrollment and Child Count Anomalies Acknowledgement	Oct. 12 9 a.m.-5 p.m.	<ul style="list-style-type: none">● LEA acknowledges that enrollment data from the LEA's SIS includes all students enrolled at the LEA as of Oct. 5● LEA acknowledges data anomalies for students with disabilities in SEDS or the LEA's SIS that shall be resolved by the Second certification for the purposes of Child Count
Second Certification - Final Demographic Data Elements and Child Count Certification	Nov. 15 9 a.m.-5 p.m.	<ul style="list-style-type: none">● LEA acknowledges that the Demographic data and Child Count data elements from the LEA's SIS and SEDS are accurate, valid and complete for all students enrolled at the LEA as of Oct. 5 (not UPSFF status); AND● LEA certifies the final Child Count numbers for students with disabilities served in the LEA as of Oct. 5; AND● For adult-serving LEAs with students who are not on a pathway toward a regular high school diploma or Certificate of IEP Completion, the LEA assures the use of standard procedures set by the LEA to designate and serve English learners in this group of students
Third Certification - Final Audited Enrollment Numbers Acknowledgment	Dec. 16 9 a.m.-5 p.m.	<ul style="list-style-type: none">● Acknowledges the final audited enrollment numbers after the final appeals process is complete

4. PRE-AUDIT DATA PREPARATION



LEAs have from **now until Oct. 5 at 4 p.m.** to make corrections to student enrollment in the LEA's source systems (the SIS or SEDS) to ensure all students enrolled on Oct. 5 are identified correctly in the EACCA. LEAs must handle personally identifiable information (PII) of students to complete the Enrollment Audit and Child Count requirements. The LEA shall follow all applicable Family Education Rights and Privacy Act (FERPA) laws accordingly. It is the individual LEAs responsibility to ensure LEA staff take the relevant data security trainings.

4.1. Data Quality Terms

All data shall be valid, complete and accurate. LEAs shall ensure that they adhere to the [LEA Data Management Policy](#).

Under federal and local law, LEAs are responsible for maintaining records for data reporting. For the purposes of the enrollment audit, OSSE defines maintenance of records as:

- entering accurate data;
- updating data promptly and accurately upon notification of any changes; and
- ensuring accuracy so the system of record correctly reflects all students and their environments under the purview of the LEA.

Term	Definition
Accurate	The data correctly represents reality
Valid	All values entered conform to OSSE-permitted values*
Complete	All required data elements contain values

*OSSE-permitted values can be found in the [OSSE SY21-22 LEA Data Collection Template](#).

4.2. Data Quality Error Reports

The Unified Data Error Report available in Qlik and the Data Quality Error Report in SLED flag common data errors such as invalid and missing enrollments as well as special education data errors and anomalies. Where appropriate, LEAs shall disseminate the error reports to their school-level administrators and coordinate with school-level data administrators to make all necessary corrections. Please refer to the [Unified Data Error Guide](#).

4.3. Stages of Enrollment

The five stages of enrollment below, as set forth in [5A DCMR § 2199](#), apply to every public and public charter school students' attendance record. Each stage represents a different event in the enrollment process. Students shall be in an LEA's SIS at Stage 5 in order to count as enrolled in the LEA.

Stage 1: Application to Attend the School - This stage occurs when the student submits an application for the student to attend the school.
Stage 2: Acceptance and Notification of an Available Slot - This stage occurs when the school accepts and notifies the student of an available slot. For My School DC (MSDC) participating schools, this stage occurs when the common lottery process facilitated through MSDC concludes and LEAs send notifications to families offering a slot for their student.
Stage 3: Acceptance of the Offered Slot - This stage occurs with acceptance of the offered slot. Best practice would include the person enrolling confirming their student's intent to enroll by completing both enrollment and residency verification forms.
Stage 4: Registration of the Student in SIS - This stage occurs after the LEA receives the student's required enrollment and residency forms with supporting residency documents and inputs the student's information in the SIS, identifying the student as Stage 4 enrolled.
Stage 5: Receipt of Educational Services - This stage occurs when the student begins receiving educational services no earlier than the first official day of the current school year. If the student has not attended school or received educational services during the school year, the student's record shall remain in Stage 4.

Pursuant to DCMR 5A 2101.2(a), the requirement to maintain an attendance record for a student who has completed the enrollment process (Stage 4) shall begin on the school's first official school day. It shall continue throughout the school year unless the student officially withdraws from the school, fails to attend at least one day of school within the first three weeks of school without notification for such absence, or transfers to another school.

In other words, a student cannot be moved to Stage 5 enrollment until they receive educational services on their first day. A record is not created for the student, and students cannot accrue absences unless they are at Stage 5 enrollment. However, schools shall continue to hold a place for all students who are at Stage 4 enrollment for the first three weeks of school, unless they receive notification for the absence, or the student officially withdraws or transfers to another school.

Additionally, enrolling the student in Stage 5 after Oct. 5 (the District's deadline for annual enrollment) means the school will not receive UPSFF for that student or accrue absences. Schools may hold seats for students who match during the common lottery and do not meet Stage 5 enrollment until after Oct. 5, but the LEA shall not receive UPSFF for that student.

4.4. Ensuring Accurate, Complete and Valid Student Records

LEAs shall ensure all enrolled students are identified in their SIS and accurately reflected in the EACCA. This ensures the student has an active enrollment record/status in SLED. LEAs have until Thursday, Nov.

14, 2021 to make changes in their SIS to the data elements listed below. These data elements are required elements from the [SY 2021-21 Data Collection Template](#).

Data element	Definition
Last Name	The legal last name of the student. It is the name carried in common by members of a person's family, or the last name recognized as the formal and consistent last name given to a person after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoptions or legal name change).
First Name	The legal first name of the student. It is the name given to an individual after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption or through legal name change).
Date of Birth (DOB)	The day, month and year on which the student was born documented on an official government certificate.
Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides.
City	The city where the student resides.
State	The abbreviation for the state (within the United States) or outlying area in which the student resides.
ZIP Code	The number that identifies the postal delivery area in the United States in which the student resides.
Gender	A coded value representing the student's gender. Gender is a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.
Ethnicity	LEAs are required to categorize student ethnicity as "Yes – Hispanic or Latino" or "No – Not Hispanic or Latino" for the ethnicity with which the student most closely identifies. The complete definition of Hispanic and Latino is found in the DC OSSE Data Collection template .
Race	LEAs are required to categorize students in one or more of the five permitted race codes for which race(s) the student most closely identifies. Categories must be mapped by the LEA to the five federal race values: American Indian and Alaska Native – Non-Hispanic/Latino, Asian – Non-Hispanic/Latino, Black or African American – Non-Hispanic/Latino, Native Hawaiian or Other Pacific Islander – Non-Hispanic/Latino, White – Non-Hispanic Latino. Complete definitions of these values are found in the DC OSSE Data Collection template .
Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session, as permitted via LEA SIS, and aligned to the DC OSSE Data Collection template .
EL Indicator	An indication of whether the student is an English learner (EL) and receiving EL services. There is an Elementary and Secondary EL Indicator.
EL Status	Descriptor of an EL student's English language proficiency, which can include a provisional status. A value of P-EL or P-NEL in the EL Indicator Status field indicates that the student was only provisionally screened because distance

	learning made in-person screening impossible. Full EL identification using a state-approved screener must occur within 10 days of return to school and no later than March 1, 2021.
FARMS Status	An indication of whether a student is receiving free meals, reduced-price meals or paying for meals in full.
Residency Status	The LEA's determination that the student is or is not a resident of the District of Columbia based on provided documents to support residency claim. Non-residents require a tuition agreement on file with OSSE in order to be enrolled.
Homeless	Individuals who lack a fixed (permanent), regular, and adequate (acceptable) nighttime residence; or as defined in McKinney-Vento Homeless Assistance Act.

4.4.a. Special Education Status

Special education status, which is considered part of a student's record, is calculated based on the information entered in SEDS and auto populated. LEAs shall ensure that all data in SEDS are current. Official special education status will be captured by the Child Count process.

4.5. Residency Verification

The LEA is ultimately responsible for verifying the residency of the enrolling students. OSSE's role is to promulgate regulations and official forms required to be used in residency verification by LEAs and provide guidance and support to schools and LEAs in conducting the verification. The residency of each student enrolled in a District public school must be verified by the current LEA of enrollment, not earlier than the date results of the District's Common Lottery system are released and not later than Oct. 5 or 10 days of initial enrollment, whichever is later, for the school year that begins on or after July 1 of each year.

See the [OER Handbook](#) and [SY21-22 Enrollment and Residency training](#) for more information on the required residency documentation and refer to the [COVID-19 related OSSE Guidance Documents](#) for updated guidance on enrollment and residency verification in response to coronavirus (COVID-19). If you have questions about these policies, please email osse.enrollmentaudit@dc.gov.

4.6. OSSE Residency Verified (OSSE RV)

The OSSE RV population is based on intra-agency agreements with federal and local government agencies. The external agencies provide OSSE with a data feed that allows OSSE to identify students who are eligible to be OSSE RV. The OSSE RV feed is based on the students' information within the external partners' data feed, **NOT** the parent. OSSE has no control over the information that comes across the feed.

- Residency verified through intra-agency agreements with:
 - Department of Human Services for Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP) or Medicaid recipients, or
 - Office of Tax and Revenue (OTR) through the [Online Residency Validation form](#)
- Students experiencing homelessness as defined by McKinney-Vento Homeless Assistance Act and identified by the LEA or The Community Partnership

- Wards of the District

OSSE RV status is viewed in the OSSE Subsidy Residency Qlik application and can be used in lieu of supporting documentation. **Confirmation as OSSE RV does not remove the requirement to complete a DCRV and additional residency forms.**

If a student is not confirmed as OSSE RV in the OSSE Subsidy Residency Qlik application, the enrolling person must use a different method for residency verification.

4.7. Data Snapshot of Enrollment Data as of Oct. 5

Because there can be a one-day lag for data from the LEA's SIS to show up in SLED, OSSE takes a snapshot of enrollment data on Oct. 12 collected from all LEAs to reflect the enrollment as of Oct. 5. LEAs have **until Oct. 11 at 4 p.m.** to make corrections to student enrollment in the LEA's source systems (the SIS or SEDS) to ensure all enrolled students are identified correctly in the EACCA for the First Certification on Oct. 12.

4.8. Technical Assistance

OSSE has assigned each LEA an OSSE LEA Liaison. Please find the full list of data team members and their assigned LEA on the [LEA Liaison Webpage](#). LEA Liaisons provide support to LEA Data Managers. Technical issues that arise should be submitted by the LEA Data Manager to the OSSE LEA Liaison using [OSSE Support Tool \(OST\)](#).

4.9. LEA Points of Contact (POCs)

Each LEA is required to have POCs for the head of school, enrollment audit, special education, ELs, homeless liaison, and data management. OSSE will not contact or communicate with LEA staff members beyond the Head of School, the designated enrollment audit POC, the special education POC for Child Count, and the LEA Data Manager for the enrollment audit. LEAs with multiple staff working on the enrollment audit are advised to develop a plan for sharing enrollment audit information among their respective staff members, as necessary.

The current list of POCs is available for LEA review in OSSE's eSchoolPLUS Points of Contact list. The LEA Data Manager shall access eSchoolPLUS to submit changes to LEA, school, or site information in the eSchoolPLUS application. Changes throughout the school year shall be updated by the LEA as necessary in eSchoolPLUS. To update POCs, see the [eSchoolPLUS LEA Points of Contact User Guide](#).

POC Type	Description
Head of School	Responsible for overall administrative leadership; makes all certifications for the enrollment audit
LEA Enrollment Audit POC	Coordinates and manages the LEAs enrollment audit, including ensuring deadlines are met, reviewing data for accuracy and completeness, preparing for site visits, coordinating documentation and uploading documents
School Enrollment Audit POC	Coordinates and manages a specific school enrollment audit within an LEA. Their access is limited to the assigned school and does not oversee the enrollment audit for the LEA

LEA Data Manager	Ensures all data requests from OSSE are completed in a timely manner and maintains eSchoolPLUS POCs and calendars; partner in pre-audit data preparation
LEA Special Education POC	Responds to OSSE requests related to special education, including updates to data systems and training and assistance to other LEA and school staff related to the SEDS; key partner in Child Count
English Learners POC	Verifies the EL status of students and coordinate with the data manager to ensure that this information is correctly uploaded to the SIS
LEA Homeless Liaison	Responsible for identifying and ensuring that students identified as experiencing homelessness receive services

4.10. Residency Documentation Preparation

Audit Workflow Dates									
LEA Code	LEA Name	School Code	School Name	Fieldwork Start Date	Fieldwork End Date	Issue Resolution Start Date	Issue Resolution End Date	Auditor Issue Resolution Start Date	Auditor Issue Resolution End Date
1009	Local Ed Agency 1009	1240	School Campus 1240	August 19th 2020, 12:00:00 am	August 20th 2020, 11:59:59 pm	August 21st 2020, 12:00:00 am	September 1st 2020, 11:59:59 pm	September 2nd 2020, 12:00:00 am	September 3rd 2020, 11:59:59 pm
1009	Local Ed Agency 1009	1760	School Campus 1760	August 19th 2020, 12:00:00 am	August 20th 2020, 11:59:59 pm	August 21st 2020, 12:00:00 am	September 1st 2020, 11:59:59 pm	September 2nd 2020, 12:00:00 am	September 3rd 2020, 11:59:59 pm
1009	Local Ed Agency 1009	20	School Campus 20	August 19th 2020, 12:00:00 am	August 20th 2020, 11:59:59 pm	August 21st 2020, 12:00:00 am	September 1st 2020, 11:59:59 pm	September 2nd 2020, 12:00:00 am	September 3rd 2020, 11:59:59 pm
1009	Local Ed Agency 1009	2060	School Campus 2060	August 19th 2020, 12:00:00 am	August 20th 2020, 11:59:59 pm	August 21st 2020, 12:00:00 am	September 1st 2020, 11:59:59 pm	September 2nd 2020, 12:00:00 am	September 3rd 2020, 11:59:59 pm
1009	Local Ed Agency 1009	2420	School Campus 2420	August 19th 2020, 12:00:00 am	August 20th 2020, 11:59:59 pm	August 21st 2020, 12:00:00 am	September 1st 2020, 11:59:59 pm	September 2nd 2020, 12:00:00 am	September 3rd 2020, 11:59:59 pm

LEAs may choose to do the initial residency documentation review in-person or remotely using an e-file process. LEAs must opt-in to the e-file option by Aug. 9. LEAs that do not opt-in are scheduled for an in-person document review. Document preparation instructions for both the in-person and e-file document reviews can be found in the [Initial Documentation Review](#) section.

4.11. Audit Workflow Scheduling

The audit workflow lays out each LEA's timeline for completing the enrollment audit. Audit workflow schedules are uploaded into the EACCA in August. The LEA is responsible for reviewing the dates listed in the audit workflow table and ensuring all deadlines are met.

5. ENROLLMENT AUDIT AND CHILD COUNT TRAININGS



To ensure that LEA Enrollment Audit POCs have a strong understanding of any policy or process changes regarding the yearly enrollment audit, OSSE hosts several trainings in advance of the Initial documentation review phase targeted toward the LEAs Enrollment Audit Point of Contact (POC), Special Education POC and the LEA Data Manager. Trainings are advertised through the OSSE [LEA Look Forward](#) newsletter. LEAs shall send at least one participant for EACCA trainings. OSSE may inform the Head of School if no representative from their LEA attends the training.

5.1. Enrollment Audit and Child Count Training

The EACC Training aims to inform LEA Enrollment Audit POCs on the enrollment audit, its application, purpose and timeline. The session will also include an overview of the benefits for LEAs and an overview of how to prepare effectively for the 2021-22 school year audit, including updates related to COVID-19 guidance. There are two sessions held, one for new Enrollment Audit POCs and one for returning Enrollment Audit POCs. The session for new Enrollment Audit POCs mandatory for all new Enrollment Audit POCs.

5.2. Enrollment Audit Child Count Application Training

The EACCA Training aim to inform LEA Enrollment Audit POCs on the key application relevant to the enrollment audit. The training is a collaborative effort between OER and the Office of the Chief Information Officer (OCIO). The training involves technical guidance and processes necessary to successfully navigate the enrollment audit. It is encouraged that ALL EA POCs attend the session each school year.

5.3. Head of School Training

The Head of School Training provides LEA Heads of Schools with guidance on how to complete certification at the three certification points during the enrollment audit. It is encouraged for ALL Heads of Schools to attend the session each school year.

5.4. BOX Upload Training

The BOX Upload Training is new for the 2021-22 school year. The training aims to assist LEAs in navigating the electronic uploading of documents the enrollment audit now allows (i.e., e-file). LEAs should identify which users will need access to the “Enrollment Audit E-file” folder within BOX as soon as possible. The training will include BOX functionality, guidance to avoid upload errors and steps to troubleshoot prior to submitting an OST for technical support from OSSE.

6. FIRST CERTIFICATION: UNAUDITED ENROLLMENT AND CHILD COUNT DATA ANOMALIES CERTIFICATION



The first certification of data is crucial to each LEA's success in the enrollment audit. It is the best time to flag any data issues and ensure that the LEA receives the full amount of UPSFF for which they are eligible. The first certification pupil counts are used to determine the LEA's October and January UPSFF quarterly payments. The key dates and actions are:

Oct. 5 at 4 p.m.

OSSE freezes enrollment data submitted by LEAs.

Oct. 6

OSSE loads the data collected from Oct. 5 into the EACCA.

Oct. 6 through Oct. 11 at 4 p.m.

LEAs review their data in the EACCA to ensure that all enrolled students as of Oct. 5 are accounted for on the roster, including those that may have a duplicative enrollment with another LEA.

LEAs shall make corrections to student records in the LEAs SIS to ensure all enrolled students appear appropriately in the EACCA.

After Oct. 11

LEAs cannot add additional students or make changes to the enrollment audit roster after 4 p.m. on Monday, Oct. 11, 2021. It is critical that the LEA ensure that all students for whom the LEA seeks funding (i.e., receiving educational services as of Oct. 5) are on the enrollment audit roster in the EACCA. **If any student is missing from the roster because of technical issues and is not able to be resolved, the LEA shall submit an OST ticket by Oct. 11 at 4 p.m. or earlier.**

Oct. 12 at 5 p.m.

Heads of School shall complete the first certification in the EACCA between 9 a.m. and 5 p.m.

Oct. 12 through Oct. 13

DC Public Charter School Board shall complete the first certification in the EACCA. This certification has a different start and end time. Certification shall occur between Oct. 12 at 6 p.m. and Oct. 13 at 11:59 p.m.

6.1. Amending the Unaudited Enrollment Roster after First Certification

LEAs are responsible for certifying accurate, complete and valid student data. In the event the data certifies is incorrect, the LEA shall complete the following steps to resolve.

Adding a Student

If an LEA wants students who are enrolled and attending by the data freeze day, but not captured at the time of the first certification, added to its unaudited enrollment roster *after* the first certification, the LEA shall submit a request to OSSE. OSSE will review the request and determine, in its sole discretion, if the students will be added into the unaudited enrollment roster.

To submit a request, the LEA will need to submit the following items within 10 business days of the first certification deadline.

1. An official request for review from the LEA head of school and LEA board chair, if applicable. This should include a signed letter confirming that all the data and documents accompanying this request are accurate, and that it is being made in good faith and not for purposes of misleading, misrepresenting, or otherwise defrauding the District of Columbia Government.
2. For public charter schools, a letter from the Public Charter School Board (PCSB) that approves of this request. The approval from PCSB should be signed by the executive director.
3. A copy of the OST ticket submitted to OSSE *prior* to the first certification deadline indicating a discrepancy in the student count. The OST ticket should include:
 - a. The student's identifying information (Student USI, First Name, Last Name and Birthdate); and
 - b. The student's actual start date at the school, listed individually for each student.
4. Evidence that the student was enrolled and attending on or before Data Freeze Day. This will include attendance records (for the school days leading up to and including Data Freeze Day) and an example of student work completed on or before Data Freeze Day. Student work should have the name of the student and the date.
5. Residency verification paperwork and enrollment documentation for each of the students listed in the OST ticket.

OSSE, in its sole discretion, may take additional action or request additional information, depending on the egregiousness of the LEA's failure to properly manage the data in their SIS. The deadline for providing addition information will be determined by OSSE. Additional actions and information may include:

1. Issuance of a Notice of Non-Compliance for failure to follow guidelines in OSSE's LEA Data Management Policy.
2. Request for a corrective action plan, detailing the steps the LEA will take to ensure compliance, internal controls and oversight of its data collection and verification practices related to student enrollment. The corrective action plan may be made available to the public.
3. Request for a memo describing how students have been accounted for in the school if the LEA did not enter student information into their SIS according to the data management policy. This memo needs to include:
 - a. How attendance has been taken for students that are not in the SIS; and
 - b. How the LEA is maintaining compliance with other data reporting requirements, such as attendance, discipline, and documentation and service provisions for students with disabilities.

4. Participation in a meeting with OSSE and PCSB, if applicable, to review enrollment data practices and to prepare for the enrollment audit process for the following school year.

Upon review of the information in the request and any additional information requested, OSSE will decide to approve the request, partially approve the request, or deny the request. An incomplete request will be denied.

OSSE will decide on the request one week prior to the second certification deadline. Any students that are approved will be manually added to the EACCA by OSSE. OSSE may include a list in the Audit and Verification of Student Enrollment Report of all LEAs that requested a post-certification request to add students and OSSE's decision on the request.

Removing a Student

If an LEA certifies a student who was not enrolled and attending as of Oct. 5. and needs the student removed from its unaudited enrollment roster *after* the first certification, the LEA shall submit a request to OSSE. OSSE will review the request and determine, in its sole discretion, if the students will be removed from the unaudited enrollment roster.

To submit a request, the LEA shall submit an OST ticket to OSSE as soon as possible but no later than Nov. 26. The OST ticket should include the following:

1. Indicate reasoning for a discrepancy in the student count; and
2. The student's identifying information (Student USI, First Name, Last Name and Birthdate).

OSSE, in its sole discretion, may take additional action or request additional information, depending on the egregiousness of the LEA's failure to properly manage the data in their SIS.

Upon review of the information in the request and any additional information requested, OSSE will decide to approve the request, partially approve the request, or deny the request. An incomplete request will be denied. LEAs will be notified of the status of the request through the OST ticket.

7. INITIAL DOCUMENTATION REVIEW



The initial documentation review phase of the enrollment audit is the process wherein OSSE auditors review residency documentation at LEA sites, or approved alternative, starting Monday, Oct. 18, 2021 and ending on Friday, Nov. 12, 2021. LEAs receive a scheduled initial documentation review date in late August for each school in the LEA. Auditors review residency documentation for all students enrolled in the LEA, including those who attend nonpublic schools.

7.1. Enrollment Audit Initial Documentation Review Scope

OSSE auditors review each student's DC Residency Verification (DCRV) form and additional residency forms to determine residency status. This includes students with disabilities placed by the LEA in a nonpublic school as well as tuition paying non-residents. OSSE will review the DCRV and additional residency forms for every student. In addition, OSSE examines the supporting residency documentation for a random sample of 20 percent of the school's population who are not OSSE RV and 100 percent of the supporting residency documentation for students that have been placed by the LEA in a nonpublic school. If the supporting residency documentation is deemed non-compliant for a student at the conclusion of the enrollment audit, that student is counted as an unverified resident for whom the LEA does not receive UPSFF.

OSSE reserves the right to review residency documentation from any LEA, at any time, and may elect to conduct a 100 percent audit of all supporting residency verification documentation if:

1. The LEA is unable to produce valid supporting residency documentation for more than 5 percent of the students in the random sample (or two students, whichever is greater) and students classified as non-resident or recently removed from tuition paying status during the previous year. The 100 percent audit in this instance takes place on the same date as the scheduled initial documentation review. OSSE auditors notify the Enrollment Audit POC of the failed residency sample prior to moving to a 100 percent review of residency verification documentation.
2. The LEA has an excessive number of non-residency tips received by OSSE, or if OSSE has reason to suspect that fraudulent processes and procedures are taking place during the enrollment period/residency verification process.
3. Any other reasons that raise questions about the validity of the LEA's residency documentation or verification process.

If the permissible fail rate for supporting residency documentation (outlined in number one above) is exceeded during the documentation review phase, the auditors automatically notify the Enrollment

Audit POC at the school location. If the initial documentation review is being conducted in-person, this may include bringing additional auditors on site the same day, depending on the size of enrollment.

7.2. Random Sample of Supporting Residency Documentation

To create the 20 percent sample, OSSE excludes OSSE RV students. If a student is not in the OSSE RV population, LEAs should be prepared for auditors to review the supporting residency documents for that student.

7.2.a. Sample Fail Rate

If 5 percent or two students, whichever is greater, of a school site random sample fails the review of supporting residency documentation, the OSSE auditors immediately transition to a 100 percent review of supporting residency documentation. The OSSE auditors provide written notification to the Enrollment Audit POC of the sample failure prior to a review of 100 percent of enrolled students whose residency has not been previously verified by OSSE through direct data feeds with relevant government and independent agencies¹. It is important to note that the population that fails the sample is the population that moves to a 100 percent review of supporting residency documentation for that identified population. Additionally, OSSE reserves the right to follow up on any cases, should the need arise, to ensure accuracy of residency determinations.

7.2.b. Sample Size Example

Total Unaudited Enrollment (<i>certified on October 9</i>):	200
OSSE verifies residency directly for:	
Qlik – OSSE Subsidy Residency	15 students
McKinney-Vento	10 students
Wards of the District	2 students
Office of Tax and Revenue Verified	5 students
Total OSSE Verified	32 students
Sample Population = total unaudited enrollment minus OSSE Residency Verified	
Total unaudited enrollment	200 students
OSSE Residency Verified	32 students
Potential Sample Population	168 students
Sample Size = 20% of Potential Sample Population (168)	34 students

7.2.c. LEA Pre-K Sample

¹ A different method and timeline for notification may apply for schools participating in the e-file remote review.

As in past audit years, pre-K students are audited separately from kindergarten-adult students at schools that have both populations. The sample size of the pre-K population is 20 percent of the potential sample population. Similar to the kindergarten-adult student population, the 20 percent sample for pre-K students at LEAs excludes students that are OSSE Residency Verified.

7.3. Supporting Residency Documentation Preparation

LEAs can elect to complete their initial documentation review through an on-site document review or a remote e-file.

7.3.a. Document Preparation for On-Site Document Review

LEAs that have elected to complete their initial documentation review through an on-site document review shall prepare for the site visit by completing the following actions:

Identify and Reserve Space

1. The space identified and reserved must comfortably accommodate the size of the audit team assigned to the site. The size of the audit team varies based on the size of the enrolled student population (approximately three auditors per 100 students).
2. The site must identify and reserve a contingency space based on the number of additional audit team members required to be on site should the 20 percent sample review of supporting residency documents transition into a 100 percent review, full scope audit.
3. LEAs with multiple school site locations must identify the site at which OSSE auditors can review the documentation for students with disabilities attending a nonpublic school. This should be in proximity to where such documents are stored by the LEA. LEAs should notify OSSE of the locations at least five days prior to the site visit.

Prepare Student Binders for Review

- A. For K-12 and Adult Enrolled Students
 1. Organize the DCRV form and all applicable residency verification forms (i.e., Other Primary Caregiver Form) in a minimum of three binders, alphabetically by student last name.
 - a. Each binder should contain no more than 100 students' residency documentation and should include both the DCRV form and supporting residency documentation.
 2. Each student's DCRV form must have the supporting residency documentation (see [Appendix A](#) for list of supporting documents) immediately following the DCRV form for that student. Do not staple any documents.
 3. Divide the materials (DCRV and supporting residency documentation) into approximately even numbers of students in each binder.
 4. Binders must be in the space reserved for the auditors on the day of the visit.
- B. For Pre-K 3 and Pre-K 4 Enrolled Students
 1. Organize the DCRV and applicable supporting residency documentation in a minimum of three binders, alphabetically by student last name.
 - a. Each binder should contain no more than 100 students' residency documentation, both DCRV and supporting residency documentation.
 2. Each student's DCRV form must have the supporting residency documentation immediately following the DCRV form for that student. Do not staple any documents.
- C. For Students with Disabilities Attending Nonpublic Schools
 1. Organize the DCRV in binders/folder alphabetically by student last name.

- a. Each binder/folder should contain no more than 100 students' residency documentation, both DCRV and supporting residency documentation.
- b. Each student's DCRV form must have the supporting residency documentation immediately following the DCRV form for that student. Do not staple any documents.

Alternatives for On-site Binder Preparation

LEAs may request an exception to the binder preparation requirement. To initiate this process, an LEA should reach out to osse.enrollmentaudit@dc.gov. Any request for change to the binder preparation shall be done in consultation with the LEA and auditor. Requests must be made by July 19, 2021.

7.3.b. Document Preparation for Remote Document Review

LEAs may elect to complete their initial documentation review through a remote document review. A remote document review requires the creation and submission of e-files. For the 2021-22 school year, OSSE will use BOX as the platform for providing the e-files. The EACCA will have a link directly to the school folder in BOX for uploading enrollment audit e-files. The e-files must contain the required documentation for all enrolled students. LEAs should confirm participation in remote document review by Aug. 2, 2021.

Location of E-file Folder for Upload

1. LEAs have several folders within BOX, relevant to different purposes with OSSE. The e-file uploads should be uploaded to the **LEAs BOX folder named "Enrollment Audit E-file."**
2. BOX access will be based upon the LEA Enrollment Audit POC role. LEAs must ensure the appropriate staff member(s) are **assigned as the LEA Enrollment Audit POC in eSchoolPlus.**
3. Guidance to [update eSchoolPlus can be found here.](#)

Note: Your LEA Enrollment Audit POC must have SLED access in order to access the EACCA. Registration for SLED [can be found here](#). SLED credentials will be provided within two business days. The instructions are provided in the training.

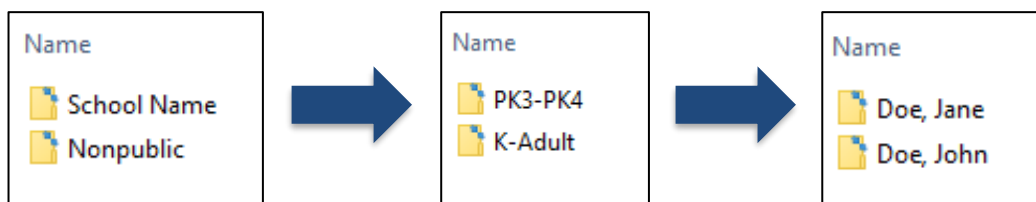
Prepare Student e-files for Remote Review

1. Organize the DCRV form and all applicable residency verification forms and supporting residency documentation (i.e., OPC Form) into 15 GB (max)s files.
2. Files should be created and loaded into the Enrollment Audit BOX folder in the following order:
 - a. School and Nonpublic
 - b. Enrollment Audit Population (PK3-PK4, K-Adult)
 - c. Student last name, student first name
 - i. Student names shall align with spellings as displayed in the EACCA
 - ii. Include student date of birth if more than one student has the same first and last name
3. If a school's Enrollment Audit Population folder exceeds the file size limits, break the group in half, alphabetically by last name (e.g., A-E, F-J, L-P, Q-U, V-Z).

4. In each student folder, the supporting residency documentation should immediately follow the DCRV form for that student.
5. Submit final e-files by scheduled initial document review deadline as set in the Audit Workflow table in the EACCA – LEAs will have access to the folders up through this date to change as needed.

File Organization

1. Organize the DCRV form and all applicable residency verification forms and supporting residency documentation (i.e., OPC Form) into 15 GB (max) .pdf files.
2. Files should be created and loaded into the Enrollment Audit BOX folder in the following order:
 - School and Nonpublic
 - Enrollment Audit Population (K-Adult, PK3-PK4, and Nonpublic)
 - Student last name, student first name



Alternatives for E-file Preparation

LEAs may request an alternative file structure to the e-file preparation requirements. To initiate this process, an LEA should reach out to osse.enrollmentaudt@dc.gov. Any request for change to the e-file preparation shall be done in consultation with the LEA and auditor. Requests for alternative e-file preparation should be made by July 19, 2021.

7.4. Initial Documentation Review Day

In-person

The team of auditors assigned to the school or LEA will arrive 30 minutes before the scheduled audit time. The school's Enrollment Audit POC shall meet the audit team upon their arrival. Once auditors arrive on-site, the lead auditor will make himself or herself known to the Enrollment Audit POC at the school. The Enrollment Audit POC is the key point of contact during the entirety of the enrollment audit. Please ensure that this team member is available for the confirmed time of the scheduled on-site visit. The Enrollment Audit POC shall minimize interruptions in the audit room and allow the audit team privacy to review residency documentation.

E-file

Each school participating in the e-file option will be assigned an Initial Documentation Review date. This date is when the auditors will begin remote review of documentation and recording of determinations. It is also the start date for all subsequent follow-up requirements by the LEA or CBO.

Full-Scope Audit

If the auditors reach the identified fail rate of the supporting documentation during the document review, the school is triggered for a full scope audit. The lead auditor will present the Enrollment Audit POC with a **Full-Scope Notification letter** identifying the students in the sample population who failed.

7.5. Initial Documentation Review Closure

In-person

At the conclusion of the site visit, the Lead Auditor will provide the Enrollment Audit POC with a Fieldwork Closure Letter. This report summarizes the number of student residency documents reviewed; the sample size, if a full scope audit was completed; and the entry and exit time of the audit team. The Enrollment Audit POC shall review the Field Closure Letter before signing the document. **The Enrollment Audit POC should request a copy of the Fieldwork Closure Letter to retain for their records.**

E-file

At the conclusion of the remote document review, the Lead Auditor will email the Enrollment Audit POC with an E-File Closure Letter. This report summarizes the number of student residency documents reviewed, the sample size and if a full scope audit was completed. The Enrollment Audit POC shall review the Field Closure Report but is not required to sign.

7.6. Residential Student Audit

OSSE coordinates and conducts a physical headcount (in-person count) of students who are in full-time residence at residential schools as part of the enrollment audit. A residential school is defined as a DCPS or public charter school in DC that provides students with room and board in a residential setting, in addition to their instructional program. Only students who are in full-time residence at a residential school are eligible to receive residential UPSFF. The table below lists the phases and timeline for the residential student audit:

Phase	Start Date	End Date
LEA data submission	Oct. 13, 2021	Oct. 19, 2021, 11:59 p.m.
Auditor in-person count*	Oct. 20, 2021	Oct. 26, 2021
Auditor in-person count determination	Oct. 27, 2021	Oct. 27, 2021
Issue Resolution	Oct. 28, 2021	Nov. 3, 2021, 11:59 p.m.
Final OSSE determination	Nov. 5, 2021	Nov. 5, 2021

*OSSE will work with LEAs directly for the process and timeline of the physical headcount. For questions, email osse.enrollmentaudit@dc.gov.

7.6.a. LEA Data Submission

LEAs shall provide the residential student data for all students with the residential program indicator in the LEA SIS. Student name and location information is submitted and confirmed through the EACCA.

7.6.b. Auditor in-person count

On the day of the in-person count, the LEA and auditor shall take the following actions:

- Auditors will arrive at 6 p.m. on the scheduled date of the physical headcount.
- Auditors will be always escorted by LEA staff.
- The count will occur in the residential area of the school. The count will not take place in the instructional area of the school (i.e., the classroom).
- Students must remain in their bedroom or the residential area while the count takes place. There will be no movement of students between rooms. The auditor may have monitors in place to ensure that no movement is taking place.
- Auditors will not enter any student bedrooms during the physical count.
- Auditors will conduct the count from the entryway of each bedroom, if necessary.
- All bedroom doors will remain open for the duration of the physical count.
- Auditors will conduct the physical counts for students of the same gender. For example, a male auditor will only conduct a physical headcount of the male residential students.
- LEA staff will read the name of the student, and the student must respond "Present/Here." Auditors shall record the responses received.
- Any students arriving at the school during the headcount should wait in a designated area for processing by the Lead Auditor. Any student(s) arriving after the count has been completed will be considered absent and appropriate absent student procedures will be required.

7.6.c. Auditor in-person count determination

Auditors shall record the results of the in-person headcount in the EACCA, which will be made available to the LEA by Oct. 27, 2021.

7.6.d. Issue resolution

For students not in attendance on the physical headcount day, the LEA may receive credit for the student if they provide residential attendance documentation to OSSE. The attendance documentation must show that the student was residing at the school and receiving room and board - classroom attendance will not be accepted. Residential documentation requirements:

- Can include paper residential attendance or electronic residential attendance.
- Must show that the student attended for at least three days between Sept. 28 and Oct. 5.
- Documentation must be submitted by Nov. 3, 2021, 11:59 p.m.

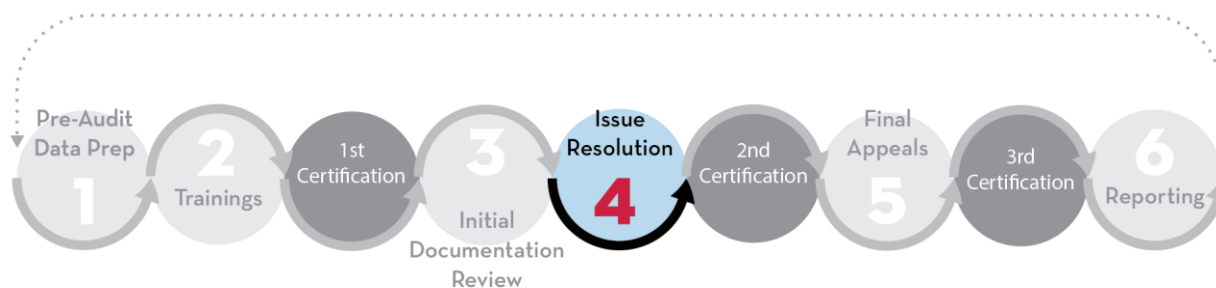
7.6.e. Final OSSE determination

OSSE will review the submitted residential attendance records and make a final determination. The result will be available to the LEA by Nov. 5, 2021

7.7. Nonpublic Residency Initial Documentation Review

OSSE auditors review all residency documentation for 100 percent of the students enrolled in a District public school but attending a nonpublic school. This includes both the DCRV form and supporting residency documentation.

8. ISSUE RESOLUTION



During the issue resolution phase, LEAs shall respond to auditor rejections from the initial document review phase. Depending on the issue or rejection, LEAs shall respond to auditors and OSSE as promptly as possible during this period to ensure timeliness of data reconciliation through OST tickets, email and the EACCA.

8.1. Issue Resolution Response

The timeline for issue resolution is LEA-specific and outlined in the EACCA Audit Workflow Table. Each LEA shall be responsible for reviewing their issue resolution timeline and ensuring all deadlines are met. LEAs can review the status of each student in the EACCA at the start of their issue resolution phase. With the growing use of e-file by LEAs for the initial document review, the issue resolution timeline will not follow the strict business day counts used in prior enrollment audits. The auditor review time may be different depending on LEA enrollment size and the enrollment sizes of other LEAs scheduled on the same day. However, LEAs will continue to have **five business days** during issue resolution to respond to all auditor determinations from the initial document review phase.

When responding, the uploaded documentation must demonstrate the student's bona fide District residency. See the [OER Handbook](#) for information on required residency documentation and refer to the [COVID-19 related OSSE Guidance Documents](#) for updated guidance on enrollment and residency verification in response to COVID-19.

The documents are then reviewed by OSSE auditors and a second determination is rendered and documented in the EACCA. If the LEA/school does not agree with determinations rendered during the issue resolution phase, a request for a final appeal must be made using the EACCA by **Dec. 3, 2021, 11:59 p.m.** If appealing, LEAs must upload documentation to resolve the student's residency status directly in the EACCA.

If a LEA/school fails to respond to a student's non-residency status by the close of the issue resolution response period, the school cannot submit a final appeal for the student's residency determination. OSSE considers the residency determination final for students without an issue resolution response from the LEA as acceptance of the auditors' decision and classifies the student as an [unverified resident](#).

In cases where a student is OSSE RV after the first certification and rejected during the initial documentation review, the LEA may respond during issue resolution to resolve. As supporting residency

documentation, the LEA can submit a screenshot of the students OSSE RV status from the SY 21-22 OSSE Subsidy Residency Application.

If the school fails to attempt to resolve the student's residency status during the issue resolution phase, a letter of exception must be submitted to OSSE documenting the missed resolution period within five business days of the missed resolution period. Even if a letter is submitted, the decision to allow the exception remains with OSSE. The letter can be sent via email to osse.enrollmentaudit@dc.gov.

8.2. Duplicative Enrollments

Duplicative enrollments are resolved through the [Duplicative Enrollment Application](#) (DEA). Duplicative enrollments must be resolved for accurate funding based on the Uniform per Student Funding Formula (UPSFF), federal and local reporting and accountability metrics. The resolution for the duplicative enrollment determines the student's authoritative enrollment for the identified period. The application makes an initial determination and then it is the responsibility of the LEA to appeal that determination. There are four enrollment periods that require the LEA to review duplicative enrollments and initiate appeals when necessary. Period 1 covers the enrollment audit.

Additional guidance can be found in the [Duplicative Enrollment Resolution Policy](#) on the OSSE website. LEAs are encouraged to resolve duplicative enrollments in collaboration with other LEAs when possible. For duplicates between adult LEAs or between traditional LEAs and adult LEAs, the application does not make an initial determination. For these duplicates, the LEA will always have to submit documentation, through the DEA, for OSSE to review through the application.

8.3. Demographic Data Elements

For resolving issues with demographic data elements, LEAs must complete the following:

1. Confirm all demographic data is correct in the LEA SIS
2. Confirm the demographic data being sent to OSSE is reflected correctly in the EACCA
3. Confirm there are no integration issues with the LEA SIS and OSSE (misalignment of data elements, etc.)

In the event an LEA has completed all the steps above and has been unable to fix the demographic issue, an OST ticket must be submitted. All enrollment audit and Child Count OST tickets must be submitted by LEAs **no later than Oct. 29, 2021** to ensure adequate time for OSSE to respond before the end of the Issue Resolution phase.

LEAs have **until Nov. 14, 2021 at 4 p.m.** to resolve and correct data directly in the LEA SIS and SEDS, which then transfers over to the EACCA. LEAs may submit questions about data values for specific students and request support from OSSE on resolving data errors and anomalies through the OST, particularly for data elements that come from other District agencies (i.e., TANF/SNAP, CFSA, and TCP).

The following table lays out the audited data elements and the pathways for resolving errors in the student record during the Issue Resolution phase. (Please also see [Appendix A](#) for a full list of all data elements used in the enrollment audit and their source systems.) OSSE recommends resolving errors as quickly as possible within the Issue Resolution period to make sure all necessary changes from the source system to the EACCA are accurately reflected.

This guide will aid in the demographic conflict resolution process: [Demographic Conflict Guidance](#)

Audit Category	Audited data element	Initial Enrollment Audit Determination	Resolution Path for LEA
DC Residency	Residency status	OSSE auditor rejection during Initial documentation review	Provide corrected/missing residency documents
Student Demographic Information	Name; Date of Birth; Address; Gender; Ethnicity; Race; Grade; FARMS	LEA SIS, errors identified in the Unified Data Errors Qlik application	No appeal - data corrected through LEA SIS by Nov. 14, 2021
Special Education	Special education service levels	LEA entry of IEP info in SEDS	No appeal – data corrected by LEA through SEDS during issue resolution phase by Nov. 14, 2021
	Educational Environment	LEA entry of IEP info in SEDS	No appeal – data corrected by LEA through SEDS during issue resolution phase by Nov. 14, 2021
English Learner	English Learner Indicator	LEA entry of info of EL indicator in LEA SIS or assessment info from OSSE, errors identified in the Unified Data Errors Qlik application	No appeal – data corrected through LEA SIS during issue resolution phase by Nov. 14 2021
	English Learner Status	LEA entry of info of EL status in LEA SIS or assessment info from OSSE, errors identified in the Unified Data Errors Qlik application	No appeal – data corrected through LEA SIS during issue resolution phase by Nov. 14, 2021
At-risk	Homeless	LEA entry of homeless info into LEA SIS and TCP feed managed by OSSE	No appeal - data corrected through LEA SIS during issue resolution phase by Nov. 14 2021
	SNAP/TANF	DC Department of Human Services (DHS) feed	No appeal – LEA submits OST ticket to resolve inconsistencies by Oct. 29, 2021
	Overage	LEA SIS (Date of birth and grade)	No appeal - data corrected through LEA SIS during resolution period by Nov. 14, 2021

	Under the care of CFSA	DC Child and Family Services Agency (CFSA) feed	No appeal – LEA submits OST ticket to resolve inconsistencies by Oct. 29, 2021
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9. SECOND CERTIFICATION: FINAL DEMOGRAPHIC DATA ELEMENTS AND CHILD COUNT CERTIFICATION



Through the second certification, the LEA acknowledges that the demographic data from the LEA's source systems are accurate, valid, and complete. The LEA also acknowledges that its final Child Count numbers for students with disabilities enrolled in the LEA as of Oct. 5, 2021 are accurate, valid and complete. This certification does not confirm residency status as listed in the EACCA.

The second certification shall be completed by the LEA Head of School POC via electronic signature in the EACCA. They shall confirm the Final Demographic Data Elements and [Child Count Certification](#) directly in the EACCA no later than 5 p.m. on Nov. 15, 2021.

Certification Questions:

For students 3-5 years of age as of Oct. 5, 2021:

Question	Answer
My LEA has at least one early childhood student who is attending a regular education early childhood program for at least 10 hours per week and receives most of their special education services in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No
My LEA has at least one early childhood student who is in attending a regular education early childhood program for less than 10 hours per week and receives most of their special education services in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No
My LEA has sat least one early childhood student who is in a separate special education classroom. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No
My LEA has at least one early childhood student who is in a separate special education school. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No
My LEA has sat least one early childhood student who is in a residential setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No
My LEA has at least one early childhood student who is receiving special education services in a home environment, who attends neither a regular early childhood program nor a special	Yes/No

education program. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	
My LEA has at least one early childhood student who is receiving special education services at a service provider location or some other location that is not in any other category. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No

For students 6-21 years of age as of Oct. 5, 2021:

Questions	Answer
My LEA has at least one student who is in a separate special education school. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No
My LEA has at least one student who is in a residential setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No
My LEA has at least one student who is parentally placed in a private school or home schooled AND is receiving special education services from the LEA. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No
My LEA has at least one student who is homebound or in a hospital AND is receiving special education services from the LEA. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No
My LEA has at least one student who is in a correctional facility. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS.	Yes/No

Adult-serving LEAs with students on a pathway that does not culminate in a regular high school diploma or Certificate of IEP Completion also acknowledges through the second certification the use of standard procedures set by the LEA to designate and serve English Learners. Please refer to page 11 of the [2021-22 English Learner Policies and Procedures](#) for more information.

Demographic Changes after Second Certification

LEAs are responsible for certifying accurate, complete, and valid student data. In the event the data certifies is incorrect, the LEA shall submit an OST ticket with the following information:

1. Student USI
2. Student First Name
3. Student Last Name
4. Demographic Incorrect Information
5. Demographic Correct Information

All OST tickets must be submitted within 10 business days of the second certification deadline.

OSSE, in its sole discretion, may take additional action or request additional information, depending on the egregiousness of the LEA's failure to properly manage the data in their SIS. The deadline for providing addition information will be determined by OSSE. Additional actions and information may include:

1. Issuance of a Notice of Non-Compliance for failure to follow guidelines in OSSE's LEA Data Management Policy.
2. An official request for removal from the LEA Head of School.
3. Request for a corrective action plan, detailing the steps the LEA will take to ensure compliance, internal controls and oversight of its data collection and verification practices related to student enrollment. The corrective action plan may be made available to the public.

10. FINAL APPEALS



If the LEA disagrees with OSSE’s determination of residency the LEA can request a final appeal through the EACCA. **All requests for final appeals for residency status must be received by 11:59 p.m., Dec. 3, 2021.** LEAs will receive the scheduled data and time of the requested final appeal by Dec. 8, 2021.

If an LEA does not respond to an auditor’s decision during issue resolution, the auditor’s decision is final and the opportunity for a final appeal is forfeited. If an LEA does respond to an auditor’s decision during issue resolution, but is not successful in resolving, a final appeal can be submitted. If needed, final appeal meetings are scheduled remotely with an auditor and an OSSE official.

10.1. Requesting a Final Appeal

Final appeal requests are processed through the EACCA. To request a final appeal to resolve residency determinations LEAs must have:

1. Attempted to resolve the residency determination during the issue resolution phase; and
2. Submitted additional supporting documentation that verifies the student’s District residency status by 11:59 p.m. Dec. 3, 2021.
3. At the time of request for appeal, the school must upload the residency documentation for review. It is strongly suggested that schools request an appeal as soon as corrected documentation is available for upload in the EACCA.

OSSE reviews all documentation submitted for the student during initial documentation review, issue resolution and final appeal. If upon review, the student’s documentation is approved, the status is updated in the EACCA. If OSSE cannot approve the documentation provided, a final appeal meeting may be scheduled for unique cases that require a nuanced discussion to resolve.

10.2. Final Appeal Scheduling

Final appeal meetings, if needed, are held from Dec. 8 through Dec. 10. LEAs **must upload additional and/or new documentation** at the time the request for final appeals is made. **All appeals must be requested by Dec. 3, 2021.**

Final appeal meetings are conducted with a panel of OSSE officials and auditors who make the final determination regarding the status of a student. LEA representatives are assigned a time with the panel to review submitted documentation and engage in a focused discussion toward a final determination.

The outcomes of final appeals are updated in the EACCA within one business day. The decision from the final appeal is final and the remaining [unverified residents](#) shall be resolved by the LEA. LEAs are able to view all final determinations by **Dec. 15, 2021**.

11. THIRD CERTIFICATION: FINAL AUDITED ENROLLMENT NUMBERS ACKNOWLEDGEMENT



The third certification shall be completed by the LEA Head of School POC via electronic signature in the EACCA. They shall confirm the final audited enrollment numbers no later than **5 p.m. on Dec. 16, 2021**. This certification ensures that LEAs have received the outcome of the enrollment audit.

If an LEA does not confirm the final, audited enrollment numbers by the deadline, additional follow up may be conducted directly with the Head of School.

12. REPORTING



After receipt of the third and final audited enrollment and final Child Count certification, OSSE produces and disseminates the final enrollment audit report in January 2022.

13. CHILD COUNT

Child Count is a federally mandated activity reported annually per 34 C.F.R. § 300.641. The data received at the finalization of the Child Count process serves as the official special education enrollment number for the District of Columbia.

The 2021-21 school year District of Columbia Child Count is based on the student enrollment as of Oct. 5, 2021. The alignment of the Child Count process with the enrollment audit process reduces data discrepancies and the burden on LEAs. Special education data collected from LEAs is received from SEDS, including but not limited to educational environment.

Each LEA is responsible for ensuring that all students receiving services under IDEA have a valid and current eligibility determination and IEP in SEDS. An enrolled student must have at minimum, a current IEP or eligibility determination, for inclusion in the Child Count roster.

13.1. Enrollment Audit and Child Count Differentiation

13.1.a. Age and the Enrollment Audit

Due to the requirements of the two data collection processes, there are differences in the way age is calculated for the enrollment audit and the Child Count, which can result in slightly varying rosters. The differences are described below.

Collection Effort	Age Requirement
UPSFF Enrollment Audit	The audit includes all students age 3 and older. Public charter school students must turn 3 years old by the predetermined age cut-off date of the current school year. For DCPS, the student must turn age 3 by Sept. 30 of the current school year. There is no maximum age.
Special Education Child Count	For the Part B IDEA Child Count EDFacts template required by the US Department of Education, students must be at least 3 years old and no older than age 21 as of the official enrollment audit date (Oct. 5).

13.1.b. Special Education Child Count and UPSFF SPED Level Funding

Collection Effort	Special Education Categorization Requirement
UPSFF Enrollment Audit	Students receiving special education services in accordance with federal child count definitions are categorized for funding purposes based on SPED levels, which are informed by the number of hours a child received specialized instruction and related services. See the data dictionary in Appendix A for the definition of SPED level.
Special Education Child Count	“Students that qualify as receiving services under IDEA” refers to students in SEDS with an unexpired eligibility status (three-year maximum duration), a current or expired IEP, and no negating events (refusal, discontinuation, denial, or revocation). Students are not to be counted if they have both an expired eligibility and an expired IEP. Students are entitled to services under IDEA through the semester in which they turn 22 years old.

13.2. Child Count Certification

LEAs shall review and verify the accuracy of their Child Count data in the EACCA. It is the responsibility of the LEA Special Education POC to ensure that each enrolled student receiving services is properly identified in SEDS. Additionally, the LEA Special Education POC shall ensure that the student is properly enrolled in the LEA’s SIS. Lastly, while special education records in SEDS for students transferring LEAs within the District should automatically transfer, the receiving LEA is responsible for ensuring that the records do in fact transfer appropriately and submit an OST ticket if there are issues. For additional information on transfer records requests and/or entering newly enrolled student data, please refer to the [SEDS resource site](#).

All data corrections shall be made by the LEA in the source system (i.e., SEDS or the respective SIS). Data should be reviewed as early as possible to allow for completion of IEP amendments or updated annual IEPs, if necessary. The data is locked in the EACCA as of Nov. 14, 2021, 4 p.m. Beyond this point, updates in SEDS are not reflected in the application.

13.3. IEP Anomalies

If the LEA determines that a student’s special education information is inaccurate, an IEP team meeting may be required to determine if an IEP amendment or a new annual IEP needs to be completed. In some instances, it may also be necessary to hold an updated eligibility determination meeting (e.g., if the student’s current eligibility determination is expired or if the student currently is designated as having the disability “developmental delay” but is age 8 or older). If an IEP amendment needs to be completed, refer to [OSSE’s IEP Amendment Policy](#) and accompanying guidance located on OSSE’s website.

For Child Count 2021, the educational environment is pulled directly from the most recent finalized IEP in SEDS and displayed in the EACCA. If the educational environment is not accurate, it may be appropriate to complete an IEP amendment to make this correction.

13.4. Anomalies Response and Resolution

Between Oct. 13, 2021 and Nov. 14, 2021, LEAs shall review, respond to and resolve all identified anomalies. In some cases, the LEA needs to make data corrections to resolve inconsistencies. In other cases, the LEA needs to confirm the data are accurate. As a reminder, a student can only be added to the Child Count roster if the student is already included in the enrollment audit roster.

If the LEA is aware of any continued special education data discrepancies or issues, the LEA shall submit requests for support in the [OST](#). The data is locked in the EACCA as of Nov. 14, 2021, 4 p.m.

All LEA Demographic Data and Final Child Count Certifications are due no later than 5 p.m., Nov. 15, 2021. The Child Count Data Anomalies Acknowledgement Form, and the Child Count Certification and Educational Environments Data Form shall be electronically signed in the EACCA by the Head of School. The Second Certification certifies the final Child Count numbers for students with disabilities served in the LEA.

14. UNVERIFIED RESIDENTS

The enrollment audit may find that submitted residency verification documents are inadequate on their face and, as a result, a student's residency is unverified. Pursuant to 5A DCMR § 5002.1(c), LEAs are responsible for verifying each student's residency annually. Consequently, at the conclusion of the audit, an LEA shall resolve all outstanding residency verification issues for unverified residents. Unverified residents are students who were enrolled as of Oct. 5 but could not be verified as bona fide DC residents in the final, audited enrollment.

Remaining unresolved residency errors will result in an unverified resident status for the enrolled student. LEAs and CBOs do not receive funding for unverified residents and are responsible for completing residency verification if the student remains enrolled at the LEA.

The LEA shall take the following steps within five business days of Final Certification to verify residency of an unverified resident:

1. Provide notice, via mail, email and phone to the enrolling person of the following:
 - a. Enrollment audit result that the enrolling person has not sufficiently verified residency.
 - b. Description of issue with residency verification documentation
 - c. A deadline of 10 business days to either:
 - i. Provide sufficient documentation of residency; or
 - ii. Consent to a home visit, to be conducted by a school official within 45 calendar days of receipt of the consent.
 - d. An explanation that failure to provide documentation or consent to a home visit will result in withdrawal of the student.

If the enrolling person provides sufficient documentation of residency, the LEA shall review for sufficiency within five business days of submission. Sufficient documentation may include an explanation as to why the originally submitted documentation meets residency verification requirements or newly submitted residency verification documentation. Any newly submitted residency verification must meet the requirements described in OSSE's [Office of Enrollment and Residency Handbook](#). If the submitted documentation is insufficient, the LEA shall require the enrolling person consent to a home visit to be conducted within 45 calendar days the LEA's receipt of the enrolling person's response.

If a home visit does not occur within 45 calendar days, the LEA shall send a final notification via mail, email and phone to the enrolling person that the student is not eligible to remain enrolled as an unverified resident and will be withdrawn in five business days.

If the enrolling person has not sufficiently verified residency either through the submission of valid supporting documentation or a home visit by the five-business day deadline, the LEA proceeds with withdrawing the student from the SIS, stopping educational services and assisting with enrolling the student in their home jurisdiction.

15. APPENDICES

15.1. Appendix A: 2021-21 Enrollment Audit and Child Count Data Elements

Category	Data Element	Definition	Source System	Permitted Values
Student Demographic	USI	The official state identifier for all students attending a District of Columbia LEA; assigned by OSSE.	OSSE Authoritative	10-digit numeric
Student Demographic	Local ID	A unique number of alphanumeric codes assigned to a student by the LEA.	LEA SIS	Alphanumeric
Student Demographic	Last Name	The legal last name of the student.	OSSE Authoritative	Alpha
Student Demographic	Middle Name	The legal middle name of the student.	OSSE Authoritative	Alpha
Student Demographic	First Name	The legal first name of the student.	OSSE Authoritative	Alpha
Student Demographic	Date of Birth	The day, month, and year on which the student was born.	OSSE Authoritative	Numeric - mm/dd/yyyy
Student Demographic	Gender	A coded value representing the student's gender; gender is a person's actual sex or perceived sex.	OSSE Authoritative	F – female M – male X – non-binary
Student Demographic	Ethnicity	An indication that a student identifies as Hispanic or Latino.	OSSE Authoritative	H – Hispanic/Latino; N – not Hispanic/Latino
Student Demographic	Race	LEAs are required to categorize students in one or more of the permitted race categories.	LEA SIS	AS – Asian BL – Black/African American AM – American Indian/Alaskan Native PI – Pacific Islander/Native

				Hawaiian WH – White/Caucasian
Student Demographic	Residential Student	An indicator of whether a student is enrolled as a residential student.	LEA SIS	Yes – indicates that the student is enrolled as a residential student No – Indicates that the student is not enrolled as a residential student
Student Demographic	Student Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides.	LEA SIS	Alphanumeric
Student Demographic	Student City	The city where the student resides.	LEA SIS	Alpha
Student Demographic	Student State	The abbreviation for the state (within the United States) or outlying area in which the student resides.	LEA SIS	Two-letter standard state abbreviation
Student Demographic	Student ZIP Code	The number that identifies the postal delivery area in the United States in which the student resides.	LEA SIS	5-digit or 5+4-digit numeric
Student Demographic	Student Ward	Student's ward of residence for students residing within the District of Columbia.	Generated by the DC Master Address Repository (MAR) based on LEA reported Student Street Address, Student City, Student State and Student ZIP Code	1, 2, 3, 4, 5, 6, 7, 8
Program Information	EL Indicator	An indication that the student is Limited English Proficient (EL) as defined in OSSE's 2021-22 English Learner Policies and Procedures .	OSSE Authoritative	Indicate "Y" if the student has been identified as Limited English Proficient or an English Learner (EL) for the current school year. Or "N"

Program Information	EL Status	<p>Descriptor of an English Learner (EL) student's English Language proficiency, which can include a provisional status. Includes students ages 3 – 21 as of Sept. 30.</p> <p>A value of PEL or PNEL in the EL Indicator Status field indicates a provisional screening was conducted due to school building closures that prohibited in-person screening, and the student was provisionally identified as an EL. This is a temporary designation put in place to ensure no delay in identifying and serving EL students. The full identification process must occur upon school buildings re-opening, and this status should then be changed to reflect the resulting formal EL status.</p>	OSSE Authoritative	<p>EL status has many permitted.</p> <p>PEL Elementary EL Secondary EL</p>
Program Information	Free and Reduced-Price Meal Status	An indication of whether a student is receiving free meals, reduced-price meals, or paying for meals in full.	OSSE Authoritative	<p>Free – student qualifies for free lunch Reduced – student qualifies for reduced-price lunch; Paid – student does not qualify for free or reduced-price lunch; CEP - the LEA participates in the Community Eligibility Provision of the National School Lunch Program</p>

Program Information	OSSE Verified Residency	An indication that the student's residence was verified through a source that requires proof of residence to be provided	DHS, TCP, OTR, CFSA	Yes – the student qualifies as an OSSE Verified Residency student No – the student does not qualify as an OSSE Verified Residency student
Program information	Ward of State Indicator	An indication that the student is under DC foster care.	Populated by OSSE using data provided by CFSA	Yes – the student is under the care of the District's foster care system No – the student is not under the care of the District's foster care system
Program information	Nonpublic Population Indicator	An indication that the special education student has been placed in a nonpublic educational program.	LEA SIS	Yes – the student is placed in a nonpublic school; No – the student is not placed in a nonpublic school
Program information	At-Risk Indicator	An indication that the student is homeless, in the District's foster care system, qualifies for TANF or SNAP, or that the high school student is one or more years older, than the expected age for the LEA-identified grade level.	Derived by OSSE based on a student having at least one indicator	Yes – the student is considered at-risk No – the student is not considered at-risk
Program information	Over age	An indication that the high school student is one or more years older than the expected age for the grade in which the student is enrolled.	Derived by OSSE based on LEA-identified grade level, student date of birth and special program type	Yes – the high school student is overage No – the high school student is not overage

Program information	Homeless Indicator	An indication that the student is experiencing homelessness.	Populated by OSSE based on data received through TCP, LEA SIS or homeless data feeds	Yes – the student has been identified as homeless No – the student has not been identified as homeless
Student Enrollment	LEA- Enrollment Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.	LEA SIS	PK3 – Pre-kindergarten (3-year-olds) PK4 - Pre-kindergarten (4-year-olds) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade; 11 - Eleventh grade 12 - Twelfth grade AW – Adult Workforce Training AB - Adult Basic Educ. AS - Adult Second. Edu. AG - Adult GED AN - Adult Nat. Ext. Diploma Program AL - Adult ELL AT - Adult Other UN - Ungraded (only permitted for schools designated as Special Education or Alternative) C1 C2 C3 C4 C5 C6 C7 C8

Student Enrollment	UPSFF Grade Level	The translation of the student's LEA-identified grade level to the UPSFF weighting according to the student's LEA-identified grade level and the special program type (adult, special education, and alternative).	Derived by OSSE using LEA identified grade level and special program designations; students with missing or invalid LEA identified grade levels are placed into age-appropriate grades	PK3 – Pre-kindergarten (3 years old by Sept. 30) PK4 – Pre-kindergarten (4 years old by Sept. 30) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade; 11 - Eleventh grade 12 - Twelfth grade Adult ALT - Alternative SPED - Special Educ.
Student Enrollment	LEA Code	A unique code assigned to each LEA by the DC OSSE's School and LEA Information Management System (SLIMS).	SLIMS	Numeric
Student Enrollment	LEA Name	The official name of the LEA per the School and LEA Information Management System (SLIMS).	SLIMS	Alpha
Student Enrollment	School Code	A unique code assigned to each school by the School and LEA Information Management System (SLIMS).	SLIMS	Numeric
Student Enrollment	School Name	The official name of the school per the School and LEA Information Management System (SLIMS).	SLIMS	Alpha
Student Enrollment	Site ID	The location where the student is attending school.	SLIMS	5-digit numeric
Student Enrollment	Site Name	The location where the student is attending school.	SLIMS	Alpha

Student Enrollment	Residency Indicator	The LEA's determination that the student is or is not a resident of the District of Columbia.	LEA SIS and OSSE Subsidy Qlik Application	Yes – the student is a resident of DC No – the student is not a resident of DC
Student Enrollment	Tuition Indicator	An indication that a student is or should be tuition paying (only applicable to non-residents)	OER	Yes – the student pays/should pay tuition No – the student does not need to pay tuition
Student Enrollment	Entry Date	The month, day, and year on which the student enters and begins to receive instructional services in a school or an institution during a given school year.	LEA SIS	Numeric - mm/dd/yyyy
Student Enrollment	Entry Code	The process by which a student enters a school during a given academic session (school year), mapped to the permitted enrollment code values.	LEA SIS	Enrollment codes
Student Enrollment	Exit Date	The month, day, and year of the first day after the date of an individual's last attendance in school (if known), the day on which an individual graduated, or the date on which it becomes known officially that an individual left school.	LEA SIS	Numeric - mm/dd/yyyy
Student Enrollment	Exit Code	The circumstances under which the student exited from membership in an educational institution, mapped to the permitted exit/withdrawal type code values.	LEA SIS	The complete list of exit/withdrawal codes can be found on the OSSE website at osse.dc.gov/publication/entry-and-exit-code-guidance
Student Enrollment	Duplicative Enrollment Indicator	An indication that the student is enrolled at more than one school and/or LEA.	Derived by OSSE based on the student's school of enrollment	Yes – the student is currently enrolled at multiple schools No – enrolled at only one school

			and USI in the daily data feeds	
Student Enrollment	Age as of Sept. 30, 2021	Student's age as of Sept. 30, 2021.	OSSE Authoritative	Numeric
Specialized Education Information	SEDS LEA Type	The type of LEA identified in SEDS.	SEDS	DCPS DCPS public charter school Independent public charter school Nonpublic OSSE State School
Specialized Education Information	SEDS School Type	The type of school identified in SEDS.	SEDS	Cluster 1 Cluster 10 Cluster 2 Cluster 3 Cluster 4 Cluster 5 Cluster 6 Cluster 7 Cluster 8 Cluster 9 DCPS PCS Early Stages Independent PCS NP Residential NP: Surrounding Counties NP: Tuition Grant NULL Parentally Placed: Private State School
Specialized Education Information	SPED Primary Disability	Student's primary disability (under IDEA) as identified at the most current finalized Eligibility Determination meeting in SEDS.	SEDS	Autism Deaf - Blindness* Hearing Impaired Other Health Impairment Specific Learning Disability Traumatic Brain Injury Visual Impairment*

				Orthopedic Impairment* Developmental Delay Speech or Language Impairment Multiple Disabilities Intellectual Disability Emotional Disturbance Deafness
Specialized Education Information	SEDS SPED Educational Environment	The educational environment identified in SEDS from the most current finalized IEP.	SEDS	See Appendix B
Specialized Education Information	Most Recent IEP Date	The date of the most current finalized IEP in SEDS. Event date is used.	SEDS	Numeric - mm/dd/yyyy
Specialized Education Information	IEP Event ID	The Event ID from the most current finalized IEP in SEDS as captured on the student history page.	SEDS	Numeric
Specialized Education Information	Most Recent Eligibility Date	The date of the most current finalized Eligibility Determination in SEDS. Event Date is used.	SEDS	Numeric - mm/dd/yyyy
Specialized Education Information	Total Hours Out of General Ed Setting	Total number of hours under specialized instruction and related services where location is Out of General Education Setting.	SEDS	Numeric (including half hours)
Specialized Education Information	Total Hours In General Ed Setting	Total number of hours under specialized instruction and related services where location is In a General Education Setting.	SEDS	Numeric
Specialized Education Information	Percentage Outside of General Ed Setting	The percentage of specialized instruction and related-service hours received Outside the General Education Setting divided by the total number of instructional hours per week for the school as captured in SEDS.	Derived by OSSE	Calculation

Specialized Education Information	Dedicated Aide	This field indicates if the student is receiving dedicated aide services as identified on the most current finalized IEP in SEDS.	SEDS	Yes No
Specialized Education Information	Dedicated Aide Hours	The number of hours identified on the Dedicated Aide Justification Plan in SEDS for which the student will receive dedicated aide services.	SEDS	Numeric
Specialized Education Information	SPED LEVEL	The total number of hours per week a student receives specialized instruction and related services regardless of the setting where received, and any dedicated aide hours	Derived by OSSE	Level 1 – 0 to 8 hours Level 2 – 8.01 to 16 hours Level 3- 16.01 to 24 hours Level 4- more than 24 hours None
Specialized Education Information	Total SPED Hours	The number of total hours or specialized instruction and related services regardless of the setting in where the services are received, and any dedicated aide hours received.	SEDS	Numeric

15.2. Appendix B: Educational Environment for Special Education

The following table provides the allowable Educational Environment based on age with the corresponding descriptions.

15.2.a. For Students between Ages 3-5 on Oct. 5, 2021

Environment	Description
In Regular Early Childhood Program = 10 hours/week, most SE services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program = 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program fewer than 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program fewer than 10 hours per week).
Separate Class	Unduplicated total number of students who attended a special education program in a class with less than 50 percent children without disabilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Separate School	Unduplicated total number of students who received special education programs in public or private day schools designated specifically for children with disabilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Residential Facility	Unduplicated total number of students who received special education programs in publicly or privately operated residential schools or residential (inpatient) medical facilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Home	Unduplicated total number of students who received special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special

	education both at home and in a service provider location or some other location that is not in any other category. The term “caregivers” includes babysitters.
Service Provider Location	<p>Unduplicated total number of students who received all special education and related services from a service provider or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:</p> <ul style="list-style-type: none"> • Private clinicians’ offices; • Clinicians’ offices located in school buildings; or • Hospital outpatient facilities.

15.2.b. For Students between Ages 6-21 on Oct. 5, 2021

Environment	Description
Separate School	<p>Unduplicated total number of students who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:</p> <ul style="list-style-type: none"> • Public and private day schools for students with disabilities; • Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; and • Public and private residential facilities if the student does not live at the facility.
Residential Facility	<p>Unduplicated total number of students who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> • Public and private residential schools for students with disabilities; or • Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day school or regular school buildings for the remainder of the school day.

	Do not include students who received education programs at the facility, but do not live there.
Correctional Facility	<p>Unduplicated total number of students who receive special education in correctional facilities. These data are intended to be a count of all children receiving special education in:</p> <ul style="list-style-type: none"> • Short-term detention facilities (community-based or residential); or • Correctional facilities.
Homebound/Hospital	<p>Unduplicated total number of students who receive education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:</p> <ul style="list-style-type: none"> • Hospital programs; and • Homebound programs. <p>Do not include children with disabilities whose parents have opted to homeschool and who receive special education at the public expense.</p>
Parentally Placed in a Private School	<p>Unduplicated total number of students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from an LEA or intermediate educational unit under a service plan. Include children whose parents chose to homeschool, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.</p>

15.3. Appendix C: User Profiles for EACCA

User Profile	Description
LEA Data Manager	Responsible for ensuring all data requests from OSSE are completed in a timely manner and maintains eSchoolPLUS POCs and calendars
LEA Enrollment Audit POC	Responsible for coordinating and managing the enrollment audit, including ensuring deadlines are met, reviewing data for accuracy and completeness, preparing for site visits, coordinating documentation, and uploading documents
Special Education POC	Responds to OSSE requests related to special education, including updates to data systems and training and assistance to other LEA and school staff related to the SEDS
School Enrollment Audit POC	Responsible for coordinating and managing the enrollment audit, including ensuring deadlines are met, reviewing data for accuracy and completeness, preparing for site visits, coordinating documentation, and uploading documents at the school-level.
Pre-K Special Ed POC	Responsible for answering all OSSE's requests about students in pre-K who are special education students, including updating data systems and providing training and assistance to other staff for SEDS and DC Corrective Action Tracking System (DC CATS).
School Approver (DCPS Only)	Responsible for managing changes to students' authoritative data at the school-level
Head of School	Responsible for overall administrative leadership.

15.4. Appendix D: Additional Resources

Title	Location
Enrollment Audit and Child Count policy questions	Email: osse.enrollmentaudit@dc.gov
Office of Enrollment and Residency Handbook	osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2021-22%20School%20Year%20Office%20of%20Enrollment%20and%20Residency%20Handbook.pdf
COVID-19 Guidance and Resources for the Enrollment Process	Enrollment Process Section: osse.dc.gov/page/guidance-and-resources-covid-19-related-closures-and-recovery
OSSE Support Tool (OST) for policy and application questions	Submit questions and technical assistance inquiries at octo.quickbase.com/db/bh9ehz85s To request access to the OSSE Support Tool, the LEA's Data Liaison .
eSchoolPLUS Points of Contacts Guidance	eSchoolPLUS LEA Points of Contact How-To Video eSchoolPLUS LEA Points of Contact User Guide eSchoolPLUS LEA Points of Contact Descriptions
SLED Access	sled.osse.dc.gov To request access to SLED, submit an OST ticket at octo.quickbase.com/db/bh9ehz85s
Qlik	analysis.osse.dc.gov/
Unified Data Errors Guidance	Office of Data Management and Applications osse (dc.gov)
SLED - Demographic Conflicts Guidance	sled.osse.dc.gov/vPage/LEAP-Training-Presentation-Guides/2542/91441

